Grade 6 Standards and Learning Activities

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

6.LD–D.1. Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member, defining individuals' roles and responsibilities, and coming to consensus.

QUESTIONING, LISTENING, AND CONTRIBUTING

6.LD–Q.2. Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and nonverbal messages/"body language" (e.g., posture, gestures).

Example: Students view movie speeches such as Gale Sayers' "Address to the Team on Brian Piccolo's Cancer" in Brian's Song *and the "People Will Come" speech in* Field of Dreams. *They reflect on how the nonverbal messages support the verbal messages in the speeches.*

6.LD–Q.3. Identify the tone, mood, and emotion conveyed in oral communication.

Example: Students listen to audio clips of significant American political speeches, such as JFK's inaugural address, Malcom X's "The Ballot or the Bullet," and Elie Wiesel's "The Perils of Indifference," and identify the predominant moods and emotions conveyed in each.

6.LD–Q.4. Restate and execute multistep oral instructions and directions.

Example: Students revise a set of instructions about how to travel from one location to another to improve the clarity of the instructions.

ORAL PRESENTATION

6.LD–O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, presentation style) to prepare and assess the presentations listed in this section.

Example: Students create a rubric that measures focus, organization, elaboration, and presentation. They use the rubric to revise their oral presentations after conferring with peers and completing a self-analysis of their piece.

6.LD–O.6. Give oral presentations with focus, organization, and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.

Example: Students modify their original school project, designed originally to be presented to parents, so that they can explain it to a third-grade class.

Strand: Language Development *(continued)*

VOCABULARY AND CONCEPT DEVELOPMENT

6.LD–V.7. Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., *annus, aqua*), suffixes (*e.g., -itis, -osis*), and prefixes (*e.g., multi-, dis-, anti-, hyper-, syn-*).

6.LD–V.8. Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.

> *Example: Students choose vocabulary words and write them in sentences that use definition or example context clues, such as, "Residents were distraught — upset — over the destruction from the hurricane."*

6.LD–V.9. Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.

> *Example: Students identify similes, such as* Twinkle, twinkle little star ... like a diamond in the sky; *metaphors, such as* You were the wind beneath my wings; *hyperbole, such as* Cleaner than clean, whiter than white; *and personification, such as* The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.

6.LD–V.10. Determine meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).

> *Example: Students make a list of unfamiliar words from a book they are reading. They define the unfamiliar words using a dictionary and determine the correct meaning based on context and the correct pronunciation from the diacritical marks. After understanding the definition of the word, they look in the thesaurus to determine an appropriate alternative word choice.*

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

EXPOSITORY TEXT

6.IT–E.1. Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.

Example: Students describe Leonardo da Vinci's greatest achievements after reading Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance *by Francesca Romei. They provide important information detailed in the text.*

6.IT–E.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, and bibliography).

Example: Students do a keyword search on the Internet to find information for a research report. They use the section headers of a newspaper to locate information for a report on current world events.

6.IT–E.3. Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.

Example: Students evaluate how well the comparison and contrast organizational structure of their English textbook (e.g., a section that distinguishes similes from metaphors) serves the reader's comprehension.

DOCUMENT AND PROCEDURAL TEXT

6.IT–DP.4. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, boldface print, headings) of document and procedural text.

Example: Students identify the various elements of technical manuals designed to help consumers set a digital watch, clock, or DVD recorder.

ARGUMENT AND PERSUASIVE TEXT

6.IT–A.5. Identify the effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' thinking or behavior.

Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, students describe the ways each author tries to persuade the reader.

6.IT–A.6. Recognize arguments for and against an issue.

Example: Students read and analyze the organization of the "pro" and the "con" editorials on a topic of interest in USA Today. *In each, students decide if the argument is simply and clearly stated. They decide if there are at least three major points in support of the argument, with the strongest argument given first.*

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

CONNECTIONS

6.LT–C.1. Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text.

Example: Students read excerpts from I Know Why the Caged Bird Sings *by Maya Angelou. Students examine the relevance of the setting to the mood in the text.*

GENRE

6.LT–G.2. Identify the characteristics of different forms of prose (short story, novel, novella, essay).

Example: Students read different forms of prose. They describe the characteristics of a short story and provide an example, such as "The Night the Bed Fell" by James Thurber. They describe the characteristics of a novel and provide an example, such as The Westing Game *by Ellen Raskin. They describe a novella as a short novel and provide an example, such as* The Gold Cadillac *by Mildred Taylor. Finally, they describe an essay as a short piece of writing on one subject or theme and provide an example, such as an essay by Ralph Waldo Emerson.*

THEME

6.LT–T.3. Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.

Example: Students explore the theme "Heroism demands unusual courage and risk-taking" in King Arthur and the Knights of the Round Table *and* The Adventures of Robin Hood *and write paragraphs explaining how each author illustrates this theme in different ways.*

FICTION

6.LT–F.4. Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.

Example: Students read historical works such as "A Summer Tragedy" by Arna Bontemps or Miss Cynthie *by Rudolph Fisher and discuss in small groups various events that foreshadow future events. In another assignment, students read* The True Confessions of Charlotte Doyle *by Avi. Students recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship's cook slips her a knife.*

6.LT–F.5. Provide examples of all the aspects of the setting (time, place, situation) in a story or novel.

Example: Students read the epic tale Sundiata: An Epic of Old Mali. *Students define griot and his role in oral tradition and how that role has evolved over time. Students explore several sources that provide information about the historic Sundiata, as well as determine how Sundiata influenced history.*

LITERARY NONFICTION

6.LT–LNF.6. Describe the structural differences among essays, speeches, autobiographies, and biographies.

Example: Students read an autobiography such as Michael Jordan: My Story *and compare it to a biography on the same person, such as* Michael Jordan *by Richard Rambeck. They tell how the life story of the person is shown in different ways when told from different points of view.*

Strand: Literary Text *(continued)*

POETRY

6.LT–P.7. Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) to uncover the meaning of a poem.

Example: Students describe the features of a poem, such as "Mother to Son" by Langston Hughes, that illustrate many kinds of figurative language.

DRAMA

6.LT–D.8. Identify author's use of dialogue and stage directions.

Example: Students read two plays, such as The Miracle Worker *by William Gibson and* Brian's Song *by William Blinn, and compare their use of dialogue.*

STYLE AND LANGUAGE

6.LT–S.9. Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.

Example: After reading and discussing Cynthia Rylant's poems in Soda Jerk, *students write their own poems, choosing words that evoke a sense of the soda jerk's drug store.*

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

6.LT–TN.10. Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.

Example: After reading stories about Perseus, Theseus, or Herakles, students create their own hero tale, employing conventions such as hyperboles, refrains, and similes.

6.LT–TN.11. Identify specific figures, objects, and places in Greek, Roman, and biblical literature that have influenced writers throughout the ages.

Example: Students read stories about the Trojan Horse, Labyrinth, Paradise, Garden of Eden, Tree of Knowledge, Solomon's wisdom, the mark of Cain, and Adam and Eve and identify figures, objects, and places that are modeled after them in contemporary literature.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

6.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.

- Define the need for information and formulate open-ended research questions.

- Initiate a plan for searching for information.

- Use an expanded range of print and electronic resources (atlases, databases, online resources).

- Gather relevant information through interviews.

- Evaluate the relevance of information.

- Locate specific information within resources by using indexes, tables of contents, and electronic searches of key words.

- Communicate about basic technology components using appropriate vocabulary related to external and internal computer or other technology operations.

- Organize and present research using the standards in the Writing strand.

- Provide appropriate documentation in a consistent format.

- Evaluate the research project as a whole.

Example: Students do research on the Internet about the lives of authors and illustrators that they are studying in grade 6. They compare the kind of information they receive through this technology to the kind of information they can find in printed reference books. Students produce a research paper.

Strand: Writing *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

IMAGINATIVE WRITING

6.W–I.1. Write stories that demonstrate careful placement of descriptive details about setting, characters, and events.

Example: After reading And Then There Were None *by Agatha Christie or* The Adventures of Sherlock Holmes *by Arthur Conan Doyle, students compose their own mystery stories and plan in advance where clues will be located, what red herrings will complicate the search, and what special talents the detective will employ to solve the mystery.*

Strand: Writing *(continued)*

EXPOSITORY WRITING

6.W–E.2. Write explanations of a process that

- group ideas and place them in logical order and

- include details to ensure the process is understandable.

> *Example: Students write a set of rules for organizing a class meeting.*

6.W–E.3. Write research reports that

- frame a key question about an issue or situation,

- group ideas and place them in logical order, and

- include facts and details that illuminate the main ideas.

> *Example: Students write a research report on Frederick Douglass, explaining what Douglass accomplished during the late 19th and early 20th centuries and why he is such a significant figure in the history of African American and women's suffrage. Students might visit the Frederick Douglass home in Southeast Washington. As an alternative, students write a research report on Native American groups that lived in Washington, DC, and the surrounding states. They include information on whether descendents of these groups still live in the area. Students might visit the Smithsonian Museum of the American Indian on the National Mall.*

6.W–E.4. Write persuasive essays that support a position with organized and relevant evidence.

> *Example: Students write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Students advocate for their choices in a structured debate.*

REVISION

6.W–R.5. Revise writing to improve the level of detail and precision of language after determining where to add sensory detail and rearrange text.

> *Example: Students write autobiographies entitled "The Worst and Best of Me." In pairs they read each other's work and suggest places where more descriptive detail is needed and where sentences could be combined for variety in length and structure.*

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

6.M.1. Identify persuasive and propaganda techniques used in television; identify false and misleading information.

Example: Students conduct some independent research on a controversial issue and follow the debate on a variety of television formats, identifying instances of false and misleading information.

6.M.2. Analyze media for ways they provide information or entertainment.

Example: Students compare how newspapers, radio, television, and Internet news outlets cover the same story or event, such as a day in a local political campaign, analyzing how words, sounds, and still or moving images are used in each medium to provide information.

6.M.3. Create multimedia presentations using computer technology, including graphics and animation.

Example: Students create a storyboard for an animated or live filmed version of Shiloh, *by Phyllis Reynolds Naylor. As students work, they consider places in the script in which close-up and distance shots, voice-over narrations, or captions would enhance viewers' understanding.*

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

6.EL.1. Identify eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

6.EL.2. Identify and use prepositional phrases, appositives, and independent and dependent clauses to elaborate on ideas.

6.EL.3. Expand or reduce sentences (adding or deleting modifiers, combining or breaking up sentences).

6.EL.4. Identify and use simple and compound sentences.

6.EL.5. Identify and employ correct usage for

- present perfect, past perfect, and future perfect tense;
- subject-verb agreement with compound subjects;
- indefinite pronouns; and
- elimination of fragments and run-ons.

6.EL.6. Spell frequently misspelled words correctly according to usage (e.g., *their, they're, there*).